



CHRISTIAN HERITAGE COLLEGE

ED644

APPROACHES TO ASSESSMENT

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	ED644
Unit name	Approaches to Assessment
Associated higher education awards	Graduate Certificate in Christian Education Master of Education
Duration	One semester
Level	Postgraduate
Unit Coordinator	Dr Paul Rumble
Core/Elective	Elective
Weighting	Unit credit points: 10
	Total course credit points: Graduate Certificate in Christian Education - 40 Master of Education - 80
Student workload	Directed study hours: 90 Personal study hours: 60 Total workload hours: 150
	Students requiring additional English language support are expected to undertake an additional 1 hour(s) per week.
Delivery mode	External
Pre-/Corequisites	Prerequisite or corequisite: ED601 Applying Worldview Studies to Christian Education OR ED602 Philosophical Perspectives on Education
Rationale	Current assessment trends and practices at national and international levels will be examined and critiqued. This unit will ensure that students remain up-to-date with such changes and capable of critiquing underpinning philosophies which inform such changes.
Learning outcomes	On completion of this unit, students will have provided evidence that they have: <ol style="list-style-type: none"> 1. defined, compared and contrasted the concepts of assessment and evaluation; 2. identified various domains of intellectual development; 3. demonstrated an ability to evaluate a variety of assessment methods; 4. demonstrate understanding of construct, concurrent and predictive validity and reliability in assessment; 5. justified various methods of recording and reporting assessment information; and 6. communicated at an appropriate tertiary standard, with special attention to design elements, grammars, usage, logical relations, style and presentation.

Content	<p>Assessment concepts and assumptions.</p> <p>Types and methods of assessment.</p> <p>Assessment processes, instruments, analysis and reporting.</p> <p>Authenticity in assessment.</p> <p>Reporting and recording assessment outcomes.</p>
Assessment tasks	<p>Task 1: Review of relevant literature</p> <p>Word length/Duration: 3000 words</p> <p>Weighting: 50%</p> <p>Learning outcomes: 1-3, 6</p> <p>Assessed: Y - 2017, S - 1, W - 7</p> <p>Task 2: Investigative report</p> <p>Word length/Duration: 3000 words</p> <p>Weighting: 50%</p> <p>Learning outcomes: 1-6</p> <p>Assessed: Y - 2017, S - 1, W - 15</p>
Specialist resource requirements	Nil
Prescribed text(s)	<p>Australian Curriculum Assessment & Reporting Authority (ACARA) (2011). <i>Australian Curriculum</i>. Retrieved from http://www.acara.edu.au/curriculum/curriculum.html.</p> <p>Masters, G. (2013). <i>Reforming educational assessment: Imperatives, principles and challenges</i>. ACER: Victoria.</p>
Recommended readings	<p>Ainley, J., Fraillon, J., Gebhardt, E., & Schulz, W. (2012). <i>National Assessment Program – ICT Literacy Years 6 and 10 Report</i>. Sydney: Australian Curriculum, Assessment and Reporting Authority.</p> <p>Bagnato, S. (2007). <i>Authentic assessment for early childhood intervention: Best practices</i>. New York: Guilford Press.</p> <p>Briggs, M. (2008). <i>Assessment for learning and teaching in primary schools</i>. Exeter: Learning Matters.</p> <p>Brookhart, S. (2013). <i>How to create and use rubrics for formative assessment and grading</i>. Alexandria, Virginia: ASCD.</p> <p>Butler, S. (2006). <i>A teacher's guide to classroom assessment : understanding and using assessment to improve student learning</i>. San Francisco, California: Jossey-Bass a Wiley.</p> <p>Butt, G. (2010). <i>Making assessment matter</i>. New York, NY: Continuum International Pub. Group.</p> <p>De Bortoli, L., & Thomson, S. (2010). <i>Contextual factors that influence the achievement of Australia's Indigenous students: Results from PISA 2000 – 2006</i>. Melbourne: ACER. http://www.acer.edu.au/documents/pisa-indigenous-contextual-factors.pdf.</p> <p>Greenstein, L. (2010). <i>What teachers really need to know about formative assessment</i>. Alexandria, VA: ASCD.</p> <p>Griffin, P., McGaw, B., & Care, E. (Eds.). (2012). <i>Assessment and teaching of 21st century skills</i>. New York: Springer.</p> <p>Kruse, D. (2012). <i>Assessment strategies for the inquiry classroom</i>. Carlton South, Vic: Curriculum Press- Education Services Australia Ltd.</p>

<p>Recommended readings (continued)</p>	<p>McAfee, O. (2011). <i>Assessing and guiding young children's development and learning</i>. Upper Saddle River, NJ: Pearson.</p> <p>Marzano, R. (2010). <i>Formative assessment & standards-based grading</i>. Bloomington, Ind: Marzano Research Laboratory.</p> <p>Popham, W. (2008). <i>Transformative assessment Alexandria</i>. Virginia: Association for Supervision and Curriculum Development.</p> <p>Popham, W. (2011). <i>Transformative assessment in action: An inside look at applying the process</i>. Alexandria, VA : ASCD.</p> <p>Ross, J. A., & Rolheiser, C. (2003). <i>Student self-evaluation: What research says and what practice shows</i>. http://www.cdl.org/resource-library/articles/self_eval.php.</p> <p>Sangster, M. (2006). <i>Assessment : A practical guide for primary teachers</i>. London, New York: Continuum.</p> <p>Sindelar, N. (2011). <i>Assessment powered teaching</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Tanner, H. (2006). <i>Assessment : A practical guide for secondary teachers</i>. London: Continuum.</p> <p>Topping, K. (2009). <i>Peer assessment</i>. <i>Theory Into Practice</i>. 48(1), 20-27.</p> <p>Journals and Periodicals</p> <p>Australian Educational Leader</p> <p>Australasian Journal of Early Childhood</p> <p>Australian Journal of Education</p> <p>Australian Journal of Teacher Education</p> <p>Curriculum and Leadership Journal</p> <p>Professional Educator</p> <p>Literacy Learning: The Middle Years</p> <p>Websites</p> <p>http://www.acer.edu.au/research/publications/aer</p> <p>http://education.qld.gov.au/schools/about/assessment.html</p> <p>http://education.qld.gov.au/staff/learning/diversity/teaching/assessment.html</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as the <i>New International Version (NIV)</i> or the <i>New King James Version (NKJV)</i>. These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Unit summary</p>	<p>This unit considers both the theory and the practice of assessment. Methods of assessment are considered as well as the differences between assessment, evaluation, measurement, testing and reporting. Norm-referenced, criterion referenced and ipsative-referenced interpretation are explored.</p>